

SPECIAL EDUCATION

- Special Education means specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability.
- Once a child has been identified as eligible for special education, a written plan will be prepared describing the educational programs the child will receive.
- This plan is called an Individualized Education Program (IEP).
- An IEP must be prepared before the child's placement in a special education program.
- The school district must get the parent's written consent before placing the child in a special education program.

KNOW YOUR RIGHTS

- The Procedural Safeguards Notice explains your rights under the Individuals with Disabilities Education Act (IDEA).
- To obtain a copy or for more information on these rights, contact the Special Services office at 573-214-3459 or access a copy online at <https://dese.mo.gov/specialeducation/compliance/procedural-safeguards>

HELPFUL RESOURCES

CPS SPECIAL SERVICES:

- 🌐 <https://www.cpsk12.org/domain/109>
- ☎ (573) 214-3493

DESE OFFICE OF SPECIAL EDUCATION

- 🌐 <https://dese.mo.gov/special-education>
- ☎ (573) 751-5739

COMO SEPTA:

- Special Education Parents Teachers Association
- 🌐 <https://comosepta.com/>
- ✉ comosepta@gmail.com

CENTRAL MISSOURI REGIONAL OFFICE (OF MISSOURI DEPT OF MENTAL HEALTH)

- 🌐 <https://dmh.mo.gov/dev-disabilities/regional-offices/central>
- ☎ (573) 441-6278

FAMILY ACCESS CENTER OF EXCELLENCE

- 🌐 faceofboonecounty.org
- ☎ (573) 771-3223

SPECIAL EDUCATION IN COLUMBIA PUBLIC SCHOOLS



A helpful guide for what to expect now that your child has qualified for special education services



Information represented in this brochure was derived from OSERS.
www.ed.gov

Fall 2023

THE BASIC SPECIAL EDUCATION PROCESS UNDER IDEA

STEP 1. CHILD FIND / REFERRAL

STEP 2. CHILD IS EVALUATED

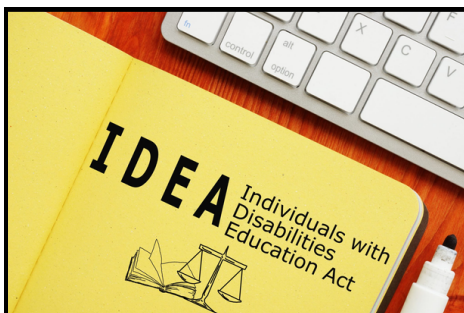
- The evaluation must assess the child in all areas related to the suspected disability.
- The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

STEP 3. ELIGIBILITY IS DETERMINED

- Eligibility is decided by a group of qualified professionals and the parents based on the results of the evaluation.

STEP 4. CHILD IS FOUND ELIGIBLE FOR SERVICES

- If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services.
- Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.



STEP 5. IEP MEETING IS SCHEDULED

The school schedules and conducts the IEP meeting. School staff must:

- Notify parents early enough to make sure they have an opportunity to attend at a time and place agreeable to parents and school;
- Tell the parents the purpose, time, and location of the meeting;
- Tell the parents who will be attending; parents may invite people to the meeting who have knowledge or special expertise about the child.

STEP 6. IEP MEETING HELD / IEP DEVELOPED

The IEP team gathers to discuss the child's needs and write the student's IEP.

- Certain people must be part of the IEP team. These include:
 - You, as parent(s)
 - Student (when appropriate)
 - General Education Teacher of the child
 - Special Education Teacher
 - Local Education Agency Rep. (LEA)
 - An individual who can interpret the instructional implications of the evaluation results
 - Other individuals with knowledge or special expertise regarding the child may be invited by the school team or parent
- Before the school may provide special education and related services to the child for the first time, the parents must give consent.

STEP 7. SERVICES ARE PROVIDED

- The school makes sure that the child's IEP is being carried out as it was written.
- Parents are given a copy of the IEP.
- Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

STEP 8. PROGRESS IS MEASURED AND REPORTED

- The child's progress toward the annual goals is measured, as stated in the IEP.
- Parents are regularly informed of their child's progress at least as often as parents are informed of their nondisabled children's progress.

STEP 9. IEP IS REVIEWED ANNUALLY

- The child's IEP is reviewed by the IEP team at least once a year, or more often per request by parents or school.
- Parents must be invited to attend these meetings and should provide input in the development of the plan.

STEP 10. CHILD IS REEVALUATED

- Every three years the child must be reevaluated; called a "triennial." The purpose is to determine if the child continues to be a "child with a disability" and the child's educational needs.
- A child may be reevaluated more often if conditions warrant or per request of child's parent or teacher.